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ABSTRACT

The Educational Resources and Development Center at the University of Connecticut conducted an evaluation of the Parent-Child Toy Lending Library Program for the towns of East Hartford and Manchester. Because both towns participated in the training program at the same time and a summation of the training program data provides more accurate information to the towns, a joint report on the training component for toy demonstrators begins this report. It is followed by a discussion of the evaluation of the Manchester program. The evaluation encomPasses the following areas: the children's developmental progress, reactions of the children to toys, parent-child relationship, and parent evaluation of the program. Data collection occurred through a variety of models that include observations, testing, and questionnaires. The data indicate substantial progress toward implementation of activities directed toward achievement of the program objectives to provide children with learning-play activities that will aid in language development, problem-solving, sensory awareness, and fine motor coordination; to develop in the children a better self-image and a greater degree of self-confidence: and to enhance parent/child/teacher relationships. Appendixes contain questionnaires and data collection forms. (Author/IRT)

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THE MANCHESTER LEARNING-PLAY ACTIVITIES PROGRAM

Educational Resources and Development Center

School of Education

University of Connecticut

June, 1975

EA 008 355

MANCHESTER PUBLIC SCHOOLS

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INTRODUCTION

The Educational Resources and Development Center at the University of Connecticut conducted an evaluation of the Parent-Child Toy Lending Library Program (Manchester Learning-Play Activities Program) for the towns of East Hartford and Manchester. Whereas individual reports have been prepared for each town, a joint report on the training component for toy demonstrators is provided because both towns participated at the same time in the training program established for these towns and a summation of the training program data would provide more accurate information to the towns.

Evaluation of the program encompassed the following areas:

- .Toy Demonstrator Training Program
- .Developmental Progress
- .Reaction of Children to Toys
- .Parent-child Relationship
- .Parent Evaluation of the Program

Data collection occurred through a variety of modes which included observations, testing and questionnaires. A report of the findings resulting from the total data collection process follows.

PROGRAM BACKGROUND

Description of Program

Development of the Program

Adoption of the Manchester Learning-Play Activities Program stemmed from the need to provide pre-school experiences that would develop certain skills and concepts designed to provide children a better chance for success in school. The program's focus was children whose family background was low income and/or poor parental education. Parental involvement in the process was perceived as a key element in the program.

Because of insufficient funds to provide an additional program for children not yet of legal school age, funding sources external to the local education agency were reviewed. Resulting from that search was the application of Part B funds under Title I, ESEA of 1965 to the new program.

Population

The specific population involved in the Manchester Learning-Play Activities Program consisted primarily of three-year olds, with the age range at the start of the program being two years, eight months to four years, six months. During the course of the program, approximately thirty-five children participated, although not all children entered the program at its beginning and not all children

remained to the end of the program. Two minority group children, one black child and one Puerto Rican child, were involved in the program.

Selection of program participants was based upon the reduced lunch program criteria or one-parent families, regardless of income. Parental agreement to participate was the final criterion for admission to the program. Whereas the majority of children included in the program were not from low-cost housing, there was a high concentration of children from Title I eligibility areas. Only one family would be termed "middle class."

Program Operation: Operation of the Manchester Learning-Play Activities was initiated in mid-September with the two-week training program for toy demonstrators, followed by a period of time in which families for potential inclusion in the project were identified and selected. Actual program operation began in the latter part of October with the pre-testing of students on the cognitive concepts to be developed within the program. Following the pre-testing period, weekly sessions to each home were scheduled. Post-testing occurred in early May, with the program itself concluding during June.

Program Focus

The program was developed to establish a base of supportive experiences leading to or fostering success in the school life of the children participating in the program.

Underlying this direction was a two-fold effort to help children develop certain cognitive skills that would give them a better chance for success in school and to involve parents in preparing them to help their children at home. The focus on developing the parent-child relationship by enabling parents to participate actively in the education of their pre-school children was perceived as a vital component of the program.

More specifically, the program was designed to:

- provide children with learning-play activities that will aid in language development, problem solving, sensory awareness and fine motor coordination.
- develop in the children a better self-image and a greater degree of self confidence.
- enhance parent/child/teacher relationships

Program Personnel

Position	Name
Coordinator, Title I	Mr. Isidor Wolf
Coordinator, Learning-Play Activities Program	Ms. Patricia Hughes
Toy Demonstrators	Ms. Kamile Mikeowicz (9/74-6/75) Ms. Eileen Tupper (9/74-4/75) Ms. Angelina Casalino (4/75-6/75)

PRESENTATION OF DATA

Introduction

In order to assess attainment of program objectives a variety of approaches to gathering data was utilized. Much of the data obtained for this report stems from the careful efforts of the toy demonstrators in observing and recording requested information.

The following types of information were collected from the following sources for this report.

INFORMATION	SOURCE	FREQUENCY
Toy Demonstrator Training Program	Observations (ERDC) Questionnaire	Twice Once
Concepts Development	Pre-Test Post-Test Observations (Toy Demonstrators)	Once Once or Twice Weekly
Child Development -physical -social -emotional -intellectual	Observations (Toy Demonstrators)	Weekly
Referrals to School or Other Service Agencies	Observations Toy Demonstrators)	As Needed
Reaction of Children to Toys	Observations (Toy Demonstrators)	Weekly
Parent-Child Relationship -extent of involvement -extent of interaction -type of interaction	Observations (Toy Demonstrators)	Weekly
Parent Evaluation of Program	Questionnaire	Once

Evaluation of the Training Program

Introduction

As a part of the installation of the Parent/Child Toy-Lending Library in East Hartford and Manchester, a two-week training program for toy demonstrators (and other appropriate or interested school district personnel) was conducted by Ms. Shirley Foster, coordinator of the Toy Library Program, in New Haven, Connecticut. Participants in the training program included two (2) toy demonstrators and the coordinator of the program for each town; in addition, some sessions were attended by an early childhood education teacher and librarian from East Hartford. Also, follow-up to the training program occurred through periodic meetings of the training program participants with Ms. Foster.

A dual approach to evaluation of the toy training program was utilized. First, observations were made of two (2) training sessions. The first meeting with the toy demonstrators and other personnel was selected for one observation in order to gain some insight regarding the general approach to training and, in particular, the basic components and sequence of the training program. The last observation occurred mid-week of the second week of training and was chosen for observation in order to assess that part of the program dealing with the toy demonstration process itself by toy demonstrators in a role-playing situation.

The second approach to evaluation of the training program was an assessment of participant understanding of and reaction toward various components of the program. A two-part questionnaire* was administered to the four toy demonstrators and one toy program coordinator following the completion of the two-week training program. Part A of the questionnaire (9 questions) consisted of an adaptation (in directions only) of a Far West Laboratory questionnaire designed to assess understanding of basic concepts of the toy demonstration program. Part B of the questionnaire (11 questions) focused on participant reaction to the program along a variety of dimensions.

Following is a summary and analysis of data derived from informal observations of two of the training program sessions and formal collection of data by means of the training program questionnaire.

Report on Observations of Training

Description of September 19th Training Session: This session, which was a half-day meeting, was the first training session held with the toy demonstrators. At this time, trainees were introduced to the general operation of the toy library program and a wide range of topics dealing with the role of the toy demonstrator was briefly discussed. A sampling of those topics included: entry into the home, home environments and control of negative reactions toward situations which might be deemed

*See Appendix A for copy of the questionnaire.

repulsive by the toy demonstrators, child behavior in general of the three-year old, types of child reactions to toys, procedural guidelines, identification of children with problems needing referral to special agencies, record forms and procedures and evaluation.

An informal, open type of approach was used during the training session. All participants in the session introduced themselves and explained their roles in the project (e.g. supervisor, toy demonstrator). Ms. Foster opened the discussion on the operation of the training program and encouraged participants to share their own experiences relevant to the topics under discussion; all group members took part at some time during the meeting in this type of verbal interaction.

This meeting appeared to have several noticeable strengths and weaknesses. One particularly noteworthy strength was the open climate and rapport established among the group participants. Also significant was the ease with which Ms. Foster was able to introduce concepts and elicit group interest and communication on the topics. A weakness of the session was the apparent lack of specific objectives for the introductory meeting. Whereas certain objectives, although unwritten, could be detected, a wide scattering of topics discussed within a single meeting made it somewhat difficult to grasp some of the ideas presented. Another problem was that the materials which were to have accompanied

the lesson were not available; they had not been prepared. Overall, however, this first meeting seemed quite successful at least with regard to establishing a climate conducive to learning.

September 24th Training Session: This meeting focused upon development of specific skills required for demonstrating certain toys and also development of confidence on the part of the toy demonstrators in working with the toys. The primary vehicle used to accomplish the objectives of the session was role playing, followed by a group critique of each demonstration.

Homework for the previous evening was to study how to demonstrate the following toys: Color Lotto, the Feely Bag, and the Sound Cans. The role playing activities consisted of the demonstration of each toy 2-3 times by the toy demonstrators with other toy demonstrators and members of the group (supervisors, aides and Ms. Foster) playing the roles of mother and child. During the role-playing activities many "types" of parent and child behavior were encountered, thereby simulating situations likely to be encountered when toy demonstrators enter the homes.

Two of the four toy demonstrators overtly expressed strong negative reaction to participating in the role playing activities in the role of toy demonstrator; the other two toy demonstrators indicated milder negative reactions to the process. However, Ms. Foster and the supervisors encouraged

the toy demonstrators to continue and cited some of the advantages to be derived from the role playing.

Other than the negative reactions of the toy demonstrators to the technique utilized to achieve the objectives of this training session the meeting proceeded very well. It appeared that the objectives (unwritten) of this session were met in that the toy demonstrators actively demonstrated the toys and numerous potential problems and difficulties in implementing the program were identified.

Report on Training Program Questionnaire Data

Understanding of Concepts: N=5 (4 toy demonstrators, 1 toy program coordinator)

Part A: Understanding of Basic Concepts of the Toy Program

Possible Range of Scores:	0-100
Actual Range of Scores:	67-100
Median Score:	88
Mean:	88.6

DISTRIBUTION OF RESPONSES

Question Number	Number of Correct Responses	Percentage of Correct Responses
1	4	80%
2	5	100%
3	3	60%
4	4	80%
5	5	100%
6	4	80%
7	5	100%
8	5	100%
9	5	60%

Based upon review of the data it appears that:

1. Four (4) of the respondents have good understanding of the toy program at the conceptual level and one (1) respondent is weak with regard to some of the basic concepts of the course;

2. Two (2) questions (#3 and #9) posed some difficulty for forty percent (40%) of the respondents. Both of these questions dealt with recommended ways of responding to the cognitive skills being demonstrated; none of the remaining questions assessed this concept.

Reaction to the Training Program: A series of questions was devised to assess various aspects of the training program. Dimensions for assessment included: organization and interest of the presentations, openness, value of written materials, clarity of instruction, effectiveness of training to demonstrate the toys, level of confidence for demonstrating toys, pace and length of the course, and overall opinion of the course. In addition, suggestions for eliminating, adding to or changing any parts of the training were sought. A summary of the data follows:

Part B: Participant Reaction to Training Program

1. In your opinion, was the training program well organized?

1(0)*	2(3)	3(2)	4(0)	5(0)
No, poorly organized		Organized adequately		Yes, very well organized

Mean: 2.4

Comments: Materials were not ready until late in the course.

Materials were not available for the first few days.

Materials were not ready in time. We started at a disadvantage.

We lacked some materials to proceed at an organized pace.

* Number of participants responding to each rating are indicated in parentheses.

2. Was the material presented in an interesting way?

1(0)	2(0)	3(7)	4(0)	5(3)
No, not very interesting		Fairly interesting		Yes, very interesting

Mean: 4.2

Comments: None

3. At what pace were the materials and information presented:

1(0)	2(0)	3(0)	4(2)	5(3)
Too fast		About right		Too slow

Mean: 4.3

Comments: Did not get everything covered.

We wasted a lot of time.

We had a slow start, but seemed to rush through the actual toy demonstration.

4. Did you feel free to ask questions and take an active part in the training program?

1(5)	2(0)	3(0)	4(0)	5(0)
Yes, at any time		Some of the time		No, not at all

Mean: 5.0

Comments: Seemed to want participation.

5. Were the written materials which were provided in the training program helful in expanding and clarifying the concepts of the course?

1(0)	2(0)	3(3)	4(2)	5(0)
Yes, very helpful		Somewhat helpful		No, not at all helpful

Mean: 3.4

Comments: When they were available.

Never went over the materials; however, it would have been helpful. I found the Parent Guides and the toys (and my three-year old) more helpful.

6. Were the instructions for use and demonstration of toys clear and understandable?

1(0)	2(0)	3(2)	4(0)	5(3)
No, poor instructions		Adequate		Yes, very clear and understandable

Mean: 4.2

Comments: I feel they were rushed through; therefore only adequate-will have to learn on my own.

Very clear-when not pressed for time!

7. Using the following scale, rate the extent to which you feel confident to demonstrate each toy.

1	2	3	4	5	
Not at all confident		Reasonably confident		Very confident	
sound cans	1(0)	2(0)	3(0)	4(0)	5(5) Mean 5.0
color lotto	1(0)	2(0)	3(0)	4(1)	5(4) Mean 4.8
feely bag	1(0)	2(0)	3(0)	4(1)	5(4) Mean 4.8
stacking squares	1(0)	2(0)	3(2)	4(2)	5(1) Mean 3.8
wooden table blocks	1(0)	2(1)	3(0)	4(1)	5(3) Mean 4.2
number puzzle	1(0)	2(1)	3(1)	4(0)	5(2) Mean 4.0
color blocks (bead-o-graph)	1(1)	2(0)	3(1)	4(1)	5(2) Mean 3.6
flannel board	1(0)	2(0)	3(2)	4(0)	5(3) Mean 4.2

8. How would you describe the length of the training program as a whole?

1(1)	2(1)	3(2)	4(0)	5(1)
Too long		About right		Too short

Mean: 2.8

Comments: Perhaps could be shortened if each day had been a little longer or better use of our time while there.

Better use of our time-more organization.

Time used on actual demonstration of toys. (too short)

Could have been done in one week as presented.

9. What is your overall opinion of the training program as a whole?

1(1)	2(2)	3(2)	4(0)	5(0)
Very good		Fair		Poor

Mean 2.2

Comments: Too much time was wasted talking about unrelated topics. Necessary for toy demonstrators-should be organized to make good use of time-most of us traveled a good distance and time is important.

As far as toy demonstration-excellent. Worked with sensitivity and understanding of people-extremely important for an effective program.

More emphasis on toys and ways of demonstrating to children and parents. We wasted a lot of time.

10. Would you recommend eliminating any part of the training? If yes, which parts?

No response: 2

Comments: None

Less sensitivity training or non-directed activities.

11. Would you recommend changing or adding to the training in any way?

All responded to this item.

Only to make better use of time-better organized.

More time on the actual demonstrating of toys.

More in depth with the actual demonstration of more difficult concepts to be learned-for more confidence to be gained by toy demonstrators at the training sessions.

Again, perhaps equal time on sensitivity training and toy familiarizing would be more beneficial.

More emphasis on ways of dealing with children and parents. More emphasis on concepts to be learned. (We did not touch on smell and others.)

Discussion

Based upon observations and assessment of the training program to prepare toy demonstrators to conduct the Parent/Child Toy-Lending Library in selected homes in the towns of East Hartford and Manchester, a data summary has been prepared.

Findings: The following list of summary items reflect both positive and negative aspects of the training program.

1. Overall understanding of the basic components underlying implementation of the Toy Library program appeared to have been achieved by the trainees. The mean score on the questionnaire for this component was 88.6 percent.

2. The overall climate for learning appeared to be favorable:
   a. Observations of training indicated an open atmosphere in which discussions and training generally occurred with ease.
   b. One hundred percent (100%) of the respondents stated that they felt free to ask questions at any time.

3. Organization of the training program appeared to be lacking:
   a. Sixty percent (60%) of the respondents stated that the organization was less than adequate.

b. Observations by the evaluators and responses provided by the trainees indicated that materials to accompany specific lessons were not ready on time.

4. The presentation of materials appeared to be at least fairly interesting to all trainees and sixty percent (60%) of the respondents rated the presentations as "very interesting".

5. All respondents indicated that the pace of the presentations tended to be slow with sixty percent (60%) of the respondents rating the pace of the presentations as "too slow". Comments stated that time was wasted, not leaving sufficient time for work on actual demonstration of the toys.

6. Perceptions of the helpfulness of written materials ranged from "somewhat helpful" (sixty percent (60%) of the respondents) to "not at all helpful" (forty percent (40%) of the respondents).

7. All respondents indicated that instructions for demonstrating the toys were at least adequate with sixty percent (60%) of the respondents indicating that instructions were "very clear and understandable".

8. The mean response for level of confidence in demonstrating toys indicated that the trainees felt at least "reasonably confident" in demonstrating all of the toys. Three (3) of the toys each had one (1) rating less than "reasonably confident".

9. Reactions to the overall length of the training program were varied with forty percent (40%) stating the length of the program was "about right" and the remaining responses indicating the training program was either "too short" or "too long". Comments from this question and others focused on the need for better use of time.

10. Overall opinion of training ranged from "fair" to "very good" with sixty percent (60%) of the respondents indicating that the training was better than "fair".

Future Directions: The following suggestions stem from a review of all evaluation data on the training program conducted for toy demonstrators.

1. That written objectives and a corresponding course outline or syllabus with accompanying time line be prepared.

2. That all written materials be prepared prior to the dates for which they are required and be utilized more effectively in relation to the training program objectives.

3. That the pace of the course be increased, the length of the course shortened, and the time period for individual training sessions increased.

4. That emphasis on the following course areas be increased:
   a. actual practice in demonstration of all toys in general and especially on the stacking squares and color blocks;
   b. ways of responding to children when they make errors in the cognitive skills being taught.

5. That specific needs of individual trainees be identified during the operation of the course and appropriate methods be employed to provide for individualization of instruction where needed.

6. That on-site training locations with children from backgrounds similar to those targeted for the Toy Library Program be employed to provide for greater individualization of instruction where needed and to increase the value of the simulation activities by practice toy demonstrations with real children.

7. That the overall approach to teaching and the open climate be maintained.

Home Visitations

Complete home visitation data were available for 34 children who participated in the program. However, when computing the average number of visits per child the figure is based on 28 children because six children did not complete the program; two of those children moved, one transferred to Head Start, and three were dropped from the program at the request of their mothers.

In addition, it should be noted that the data is recorded in two groups, with sub-totals for each group and grand totals for the entire group. This has been done to provide a more accurate picture of the visitation data because 20 of the children (Group 1) entered the program at its inception during October or early November whereas eight children (Group II) entered the program between January and early March, 1975. The following table provides a numerical summary of the visitation data.

GROUP I

STUDENT NUMBER	NUMBER OF VISITS MADE	NUMBER OF VISITS MISSED	PERCENT OF SCHEDULED VISITS COMPLETED
01	13	8	62%
02	14	7	67%
03	8	12	40%
04	9	10	47%
05	12	8	60%
06	12	8	60%
07	9	10	47%
08	11	9	55%
09	15	5	75%
10	13	9	59%
11	11	5	69%
12	14	7	67%
13	15	5	75%
14	15	6	71%
15	16	5	76%
16	13	8	62%
17	13	8	62%
18	9	10	47%
19	12	8	60%
20	16	5	76%
SUB-TOTALS	250	153	62%

GROUP II

STUDENT NUMBER	NUMBER OF VISITS MADE	NUMBER OF VISITS MISSED	PERCENT OF SCHEDULED VISITS COMPLETED
21	9	12	43%
22	8	3	73%
23	7	3	70%
24	7	2	78%
25	6	2	75%
26	8	2	80%
27	5	2	71%
28	5	1	86%
SUB-TOTALS	55	27	67%
TOTALS GROUPS I and II	305	180	63%

Discussion

The total number of visits completed by the toy demonstrators was 305, with 250 of those visits spread among the 20 children referred to as Group I, thereby averaging 15.3 visits for each child in that Group and 55 visits to the Group II children, thereby averaging 6.9 visits for each child in that Group. In Group I the range of visitations per child was 8-16; for Group II the range was 5-9.

A total of 180 visits originally planned for the children participating in the program were not completed; this reflects 37 percent of the total planned visits. One major reason for the cancellation of previously scheduled visits was an extended illness of one of the toy demonstrators, during which time the second toy demonstrator worked on an alternating basis with the children in her own group and with those in the other toy demonstrator's group. However, many of the cancellations occurred for the following reasons.

mother cancelled
demonstrator cancelled
illness (child or parent)
vacations, holidays and religious holy days
no one home
storm, snow
teacher substitution
teacher transition

Developmental Progress

Concepts Development

In order to measure levels of progress made by children in the Learning-Play Activities Program a pre-test/post-test was developed by the ERDC staff. Test emphasis was placed upon a sampling of the concepts to be developed, primarily in relation to the first box of toys although several test items pertained to concepts to be developed during the latter part of the program (second box of toys). All tests were administered to the children by the toy demonstrators.

Components of the test were derived chiefly from the Stanford-Binet Intelligence Scale and the McCarthy Scales of Children's Abilities. It was designed to assess status of the children in the following areas: language, colors, shapes, lower level mathematics skills, alphabet recognition, and relationships (sight, sound, size, etc.). Because of the short attention span of children of this age group test length had to be limited, thus accounting for the inability to test children on all the concepts which might be developed by some or all of the children during the Program. (A copy of the test is contained in Appendix B).

The following test administration schedule was followed:

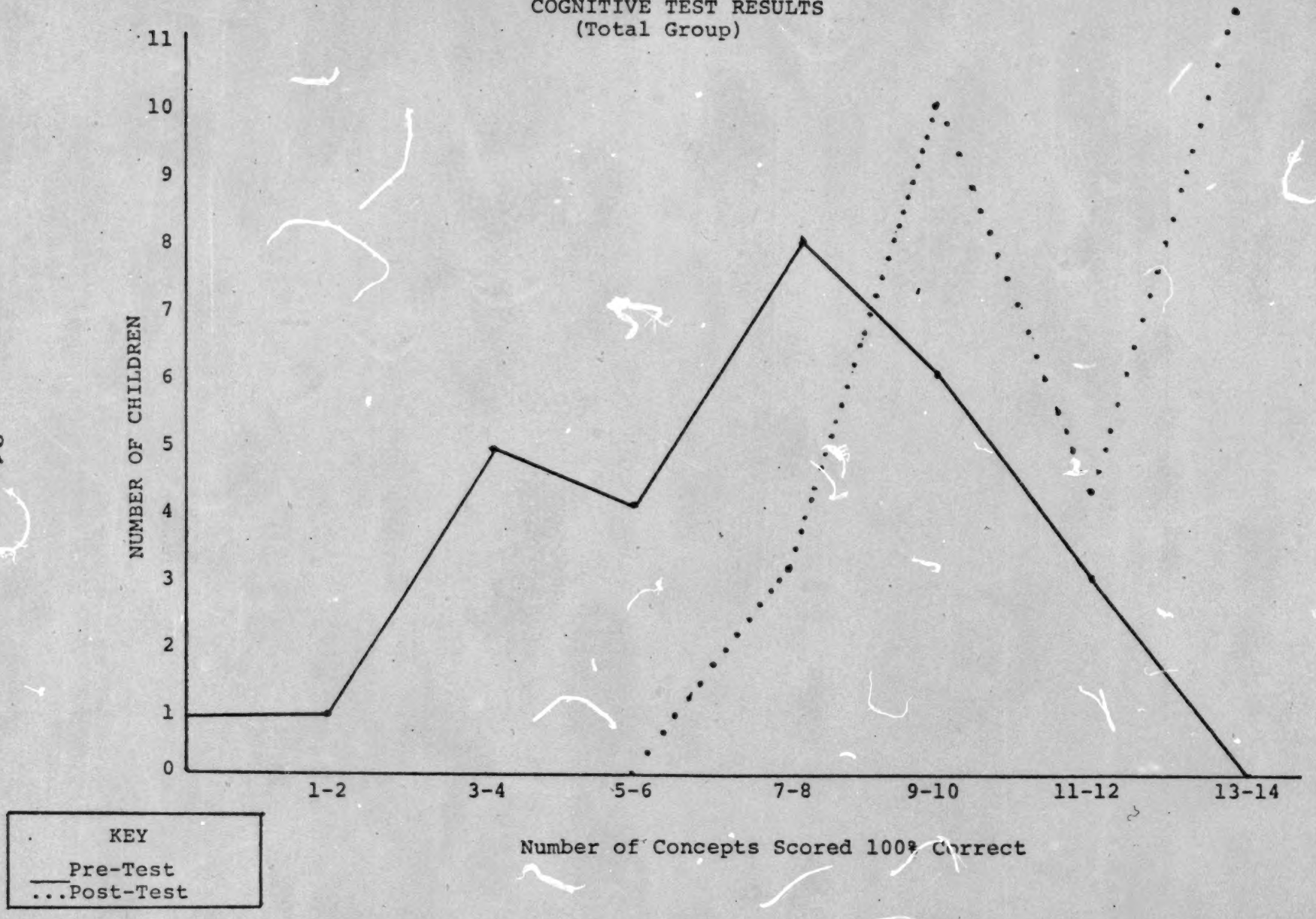
GROUP	PRE-TEST DATES	POST-TEST DATES
I	10/29/74-11/14/74	4/29/75-5/12/75
II	1/8/75, 1/27/75, 2/3/75 2/10/75, 3/7/75, 3/10/75	4/29/75-5/12/75

Data gathered from the test administrations are presented in the following tables and graphs. In addition, a table reflecting concepts learned, as perceived by the toy demonstrators, is presented for all concepts which may have been developed during the program.

Cognitive Tests: Descriptive Statistics

	GROUP I		GROUP II		TOTAL GROUP	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post Test
Range	0-11	7-14	4-11	9-14	0-11	7-14
Mean	6.25	10.65	7.50	10.75	6.61	10.68
Median	6.5	10.0	9.5	12.5	7.5	12.0
Mode	6,8	13	10,11	13	8	13

COGNITIVE TEST RESULTS
(Total Group)



CONCEPT GAINS

GROUP I

Student Number	Pre-Test to Post-Test
1	3
2	3
3	3
4	3
5	5
6	3
7	7
8	11
9	1
10	6
11	3
12	4
13	3
14	5
15	7
16	4
17	6
18	1
19	4
20	6
Group I Average Gain	4.40

CONCEPT GAINS continued

GROUP II

Student Number	Pre-Test to Post-Test
21	4
22	5
23	4
24	3
25	2
26	4
27	2
28	2
Group II Average Gain	3.25
Total Group Average Gain	4.07

DEGREE OF UNDERSTANDING OF CONCEPTS

CATEGORY	CONCEPT	NUMBER OF CHILDREN WITH 100% CORRECT RESPONSES		NUMBER OF CHILDREN WITH PARTIALLY CORRECT RESPONSES		NUMBER OF CHILDREN WITH 0% CORRECT RESPONSES	
		Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Colors	Matching	25	28	1	0	2	0
	Identifying	17	27	3	0	8	1
	Naming	10	14	5	11	13	3
Shapes	Matching	21	28	4	0	3	0
	Identifying	5	22	11	4	12	2
	Naming	1	16	10	7	17	5
Letters	Identifying	4	12	1	6	18	10
Numbers	Concept of 2	16	18	*	*	12	10
	Concept of 8	1	5	*	*	27	23
	Counting to 10	7	18	1	0	20	10
Relationships	Size Discrimination (small and large)	23	28	2	0	3	0
	Size (sameness)	17	28	*	*	11	0
	Position (on and under)	20	26	6	2	2	0
	Tactile Discrimination (smooth and rough)	25	28	*	*	3	0
	Auditory Discrimination (sameness)	19	28	*	*	9	0

*Data not collected on partially correct responses.

Discussion: Cognitive Tests

Review of the test results indicates a significant rate of gain from pre to post tests both for Groups I and II with a difference in means from pre to post tests of 4.07 or an average concept gain per child of approximately four concepts. Also to be noted is that the lowest pre-test score was zero whereas the lowest post-test score was seven, thus indicating that at the end of the program all children could perform with 100 percent accuracy on at least 50 percent of the concepts tested.

Children's progress within the specific categories (reflected in the previous table) may also be noted. The greatest gains could be detected in the following areas: naming colors, identifying and naming shapes, counting to ten, size discrimination (sameness) and auditory discrimination (sameness).

Toy Demonstrator Concepts Assessment

As part of the packaged materials provided by the Far West Laboratory for the Toy Library program, a list of concepts which potentially might be developed in conjunction with the basic Toy Library program is provided. Essentially, many of the concepts refer to skill development which might be considered supplemental to the core program.

Each toy demonstrator maintained a Pupil Progress Report (see Appendix D) for each child. When mastery of any of the concepts listed was demonstrated by a child, a date was marked to indicate that accomplishment. However, it should be noted that the children were not "tested" on each concept and therefore absence of a completion date does not necessarily mean a child had not mastered the concept; rather it may mean: 1) that a child did not have an opportunity to demonstrate mastery, or 2) that a child had not, in fact, mastered the concept.

The following table presents a summary of concepts learned as observed by the toy demonstrators and the next table reflects the distribution of scores among the 28 children.

PERCEPTIONS OF CONCEPTS LEARNED

STATEMENT OF CONCEPT	NUMBER OF CHILDREN CITED AS MASTERING THE CONCEPT*	PERCENT OF CHILDREN MASTERING THE CONCEPT
To distinguish between colors	29	94%
To match colors	30	97%
To name 4 colors	27	87%
To name 9 colors	23	74%
To recognize 4 basic shapes	27	87%
To distinguish between 4 basic shapes	28	90%
To name 4 basic shapes	28	90%
To count in sequence 0-10	22	71%
To visually recognize numbers 0-10	13	41%
To understand concept of 10	16	52%
To match numbers with quantities they represent	17	55%
To understand concept of "same as"	28	90%
To understand size relationships (long, longer, longest, short, shorter, shortest, tall, taller, tallest)	25	81%
Understand size relationships of large, larger, largest, small, smaller, smallest	28	90%

* Possible number of children=31

PERCEPTIONS OF CONCEPTS LEARNED (cont.)

STATEMENT OF CONCEPT	NUMBER OF CHILDREN CITED AS MASTERING THE CONCEPT	PERCENT OF CHILDREN MASTERING THE CONCEPT
To identify sounds which are alike and not alike	29	94%
To verbally locate sounds in relation to himself	28	90%
To understand spoken words which identify location	16	52%
To categorize simple objects in or around home	8	29%
To distinguish between selected smells	0	0%
To understand the concept of opposite	15	48%
To develop left to right progression	4	13%
To develop orderly sequential designs	21	68%
Recognize patterns and extend them	22	71%
To solve specific problems through understanding relationships of size, shape	22	71%
To recognize letters by their shape	12	39%
Relate spoken word to a physical quality	19	61%
Relate spoken words in a story to physical objects	11	35%
To understand simple directions related to physical tasks	21	84%

Distribution of Scores

Range of Concepts Mastered	Number of Children
0-7	0
8-14	2
15-22	15
23-28	11

Discussion: Toy Demonstrator Concepts Assessment

A review of the first table indicates that children mastered those concepts which were emphasized and reinforced during the program. Some concepts, such as to distinguish between selected smells and to categorize simple objects in or among home, were either not presented or only briefly introduced later in the program. The percent of children mastering these concepts reflects this fact.

As reflected in the last table, the majority of children mastered a majority of the concepts. The actual range of concepts learned extended from 13 to 28 with a mean of 19.25. A review of the distribution of scores indicates that ninety-three percent (93%) of the children mastered more than fifty percent (50%) of the concepts and that thirty-nine percent (39%) of the children mastered more than eighty percent (80%) of the concepts.

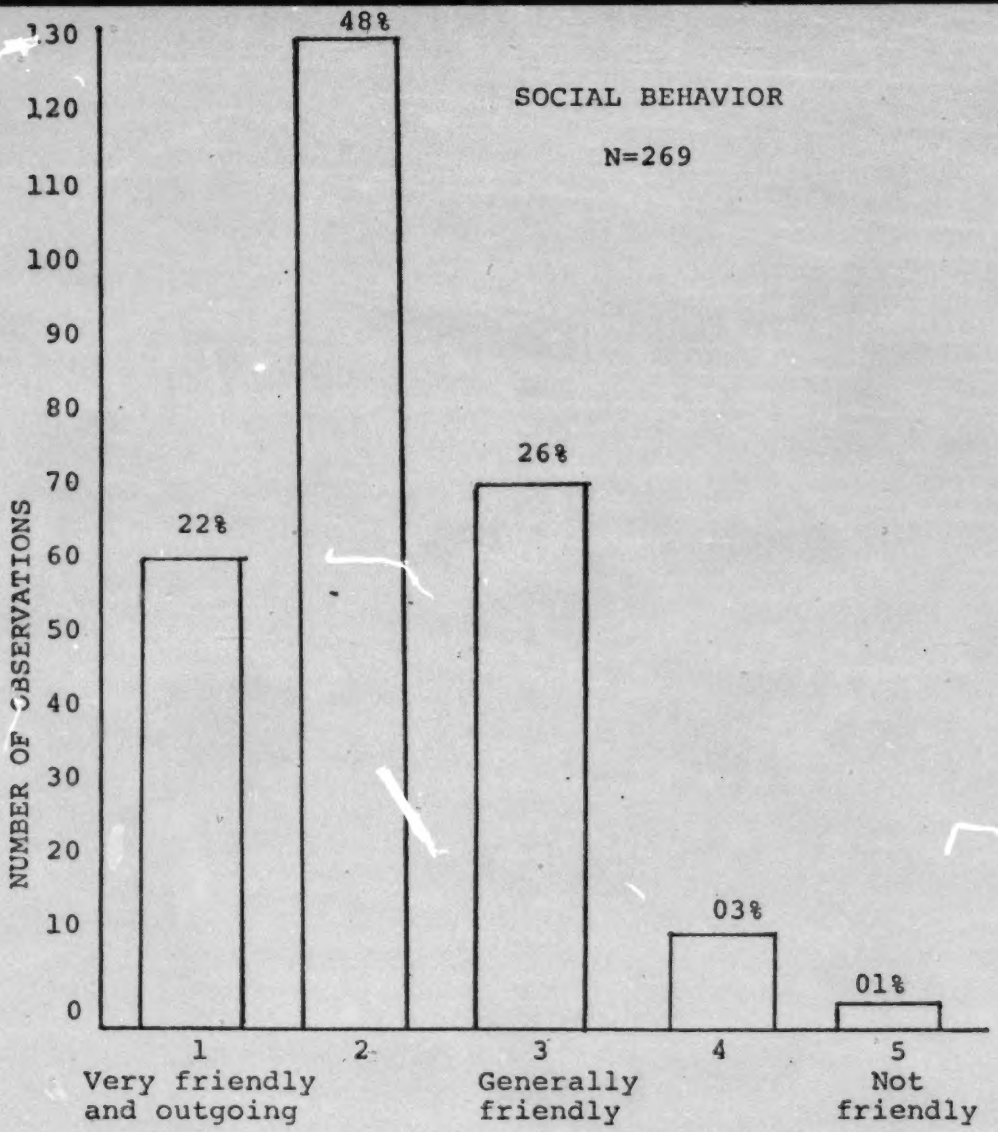
Perceptions of Physical, Social, Emotional and Intellectual Growth

Because the Learning-Play Activities program was perceived by the Manchester staff as an effort toward the total development of the child it was also deemed useful to try to gather data relevant to the developmental progress of the children in the program with regard to physical, social, emotional and intellectual change or growth. During the first phase of the project, an open-end question for each of these areas was included as part of the observation of each child during each visit. Presented in this manner, toy demonstrators found the questions extremely difficult to respond to and the limited information derived from these questions proved not to be useful for reporting.

As a result of the problem with the open-end questions, a closed question for each area (physical, social, emotional, intellectual) was developed and incorporated into the "Visitation Record"* in place of the open-end questions. Hence, data reported in this section reflects observations made only during the second half of the Program.

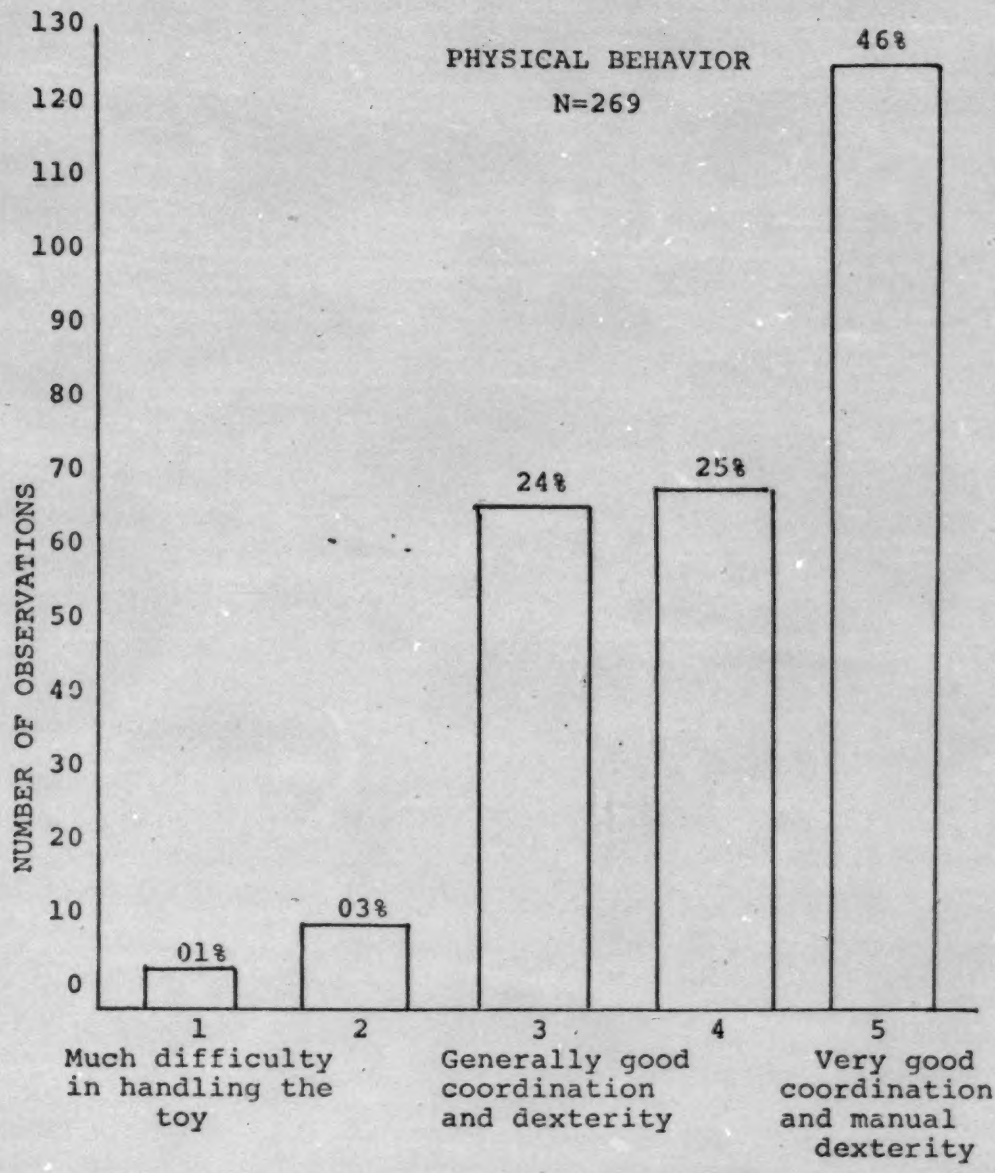
The following graphs represent a summary of toy demonstrator observations in each of the four domains as compiled and tallied for all children in the program. The data is provided only as descriptive of perceptions of behavior; value judgements on the categories for response in each domain will not be made by the evaluation team.

* Appendix C



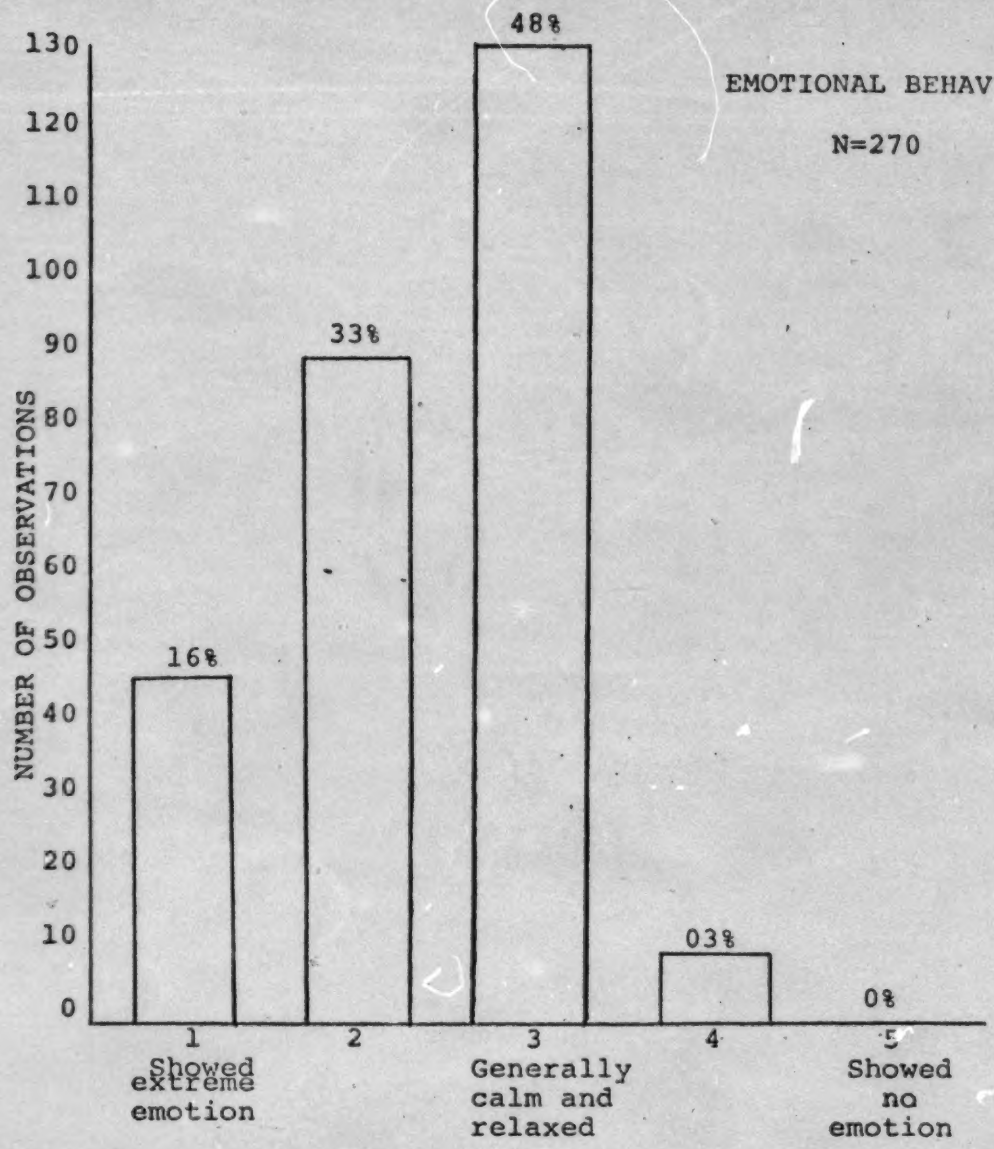
Discussion

In more than 95 percent of the observations, behavior of the children was described as ranging from "generally friendly" to "very friendly and outgoing". In only two instances was behavior described as "not friendly."



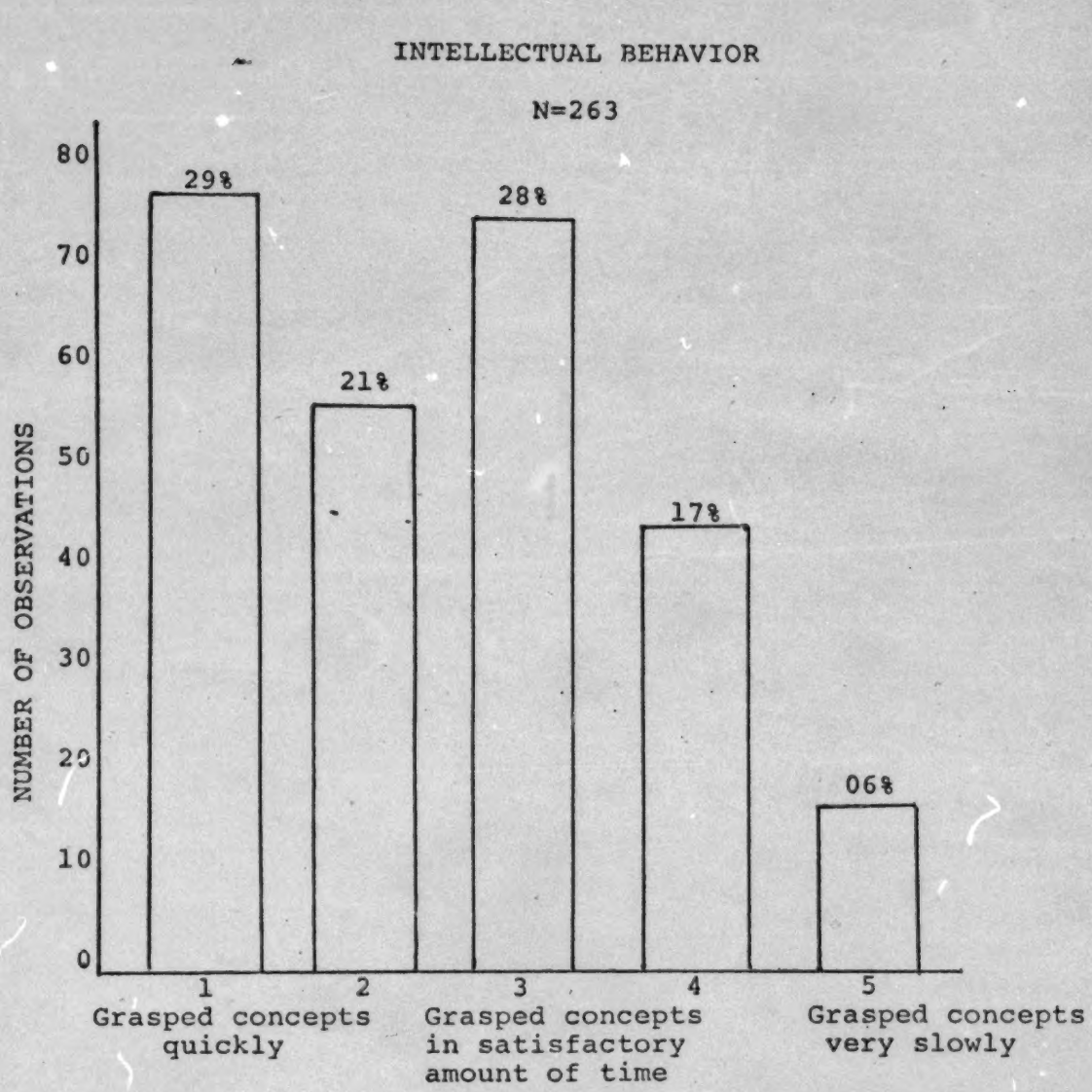
Discussion

It appears that the children, as a group, performed quite satisfactorily with regard to coordination and dexterity as assessed by the way in which the children handled the toys. In more than 95 percent of the observations made of this characteristic, children were described as having "generally good coordination and dexterity" to "very good coordination and manual dexterity".



Discussion

In the majority of observations of children's emotional behavior, their behavior was described as ranging from "generally calm and relaxed" (almost half of the total observations) to "showed extreme emotion". In no instances were the children completely devoid of emotion.



Discussion

Facility in grasping concepts varied extensively among the observations, with greater than 75 percent of the observations indicating that children grasped concepts in at least a satisfactory amount of time or faster. In 75 instances children were described as having "grasped concepts quickly" whereas in only 16 instances did the reverse occur.

Referrals/Contacts

An important related outcome of the Manchester Learning-Play Activities Program was the early identification* of children with various problems (e.g.speech, visual perception, emotional, etc.). In coordination with this program, a number of contacts were made with agencies who might provide supportive assistance to children identified within the Learning-Play Activities Program as having special needs.

The following types of contacts or referrals were made:

School Social Work Department - 2 children

Head Start Program - 2 children

Nursery School - 1 child

Doctor - 1 child

Manchester Child Guidance Clinic - 1 child

Manchester Welfare Department - 1 child

Emphasis was placed upon contacting responsible agencies and personnel who might identify and/or deal with the perceived problems of the various children rather than directly diagnosing potential learning barriers. Specific outcomes resulting from these contacts or referrals are not presently available.

*Pupil Referral Record - Appendix F

Child Reaction to Toys

A variety of toys served as the concrete base to foster development of concepts and skills as specified in the program. As part of the weekly observations made by the toy dmonstrators an assessment of pupil reaction toward the different toys was sought. The results are contained in the following table.

Child Reaction to Toys

Name of Toy	Type of Reaction					
	Very Enthusiastic		Moderately Enthusiastic		Not at all Enthusiastic	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Color Lotto	12	48%	13	52%	0	0%
Pattern Box	8	36%	10	48%	4	6%
Color Blocks	6	60%	4	40%	0	6%
Matrix	9	53%	6	35%	2	19%
Feely Bag	16	43%	16	43%	5	16%
Flannel Board	20	41%	28	57%	1	2%
Insert Shapes	9	50%	9	50%	0	0%
Number Puzzle	13	57%	10	43%	0	0%
Coordination Board	8	50%	7	44%	1	6%
Sound Cans	18	86%	3	14%	0	0%
Spinner Board	9	45%	11	55%	0	0%
Stacking Squares	15	58%	11	42%	0	0%
Peg Board	5	28%	12	67%	1	5%
Wooden Table Blocks	22	54%	17	42%	2	4%
Total Responses	170	50%	157	46%	16	4%

Discussion

Reaction to the toys in general tended to be positive with 50 percent of the observations made by the toy demonstrators indicating that the children were very enthused about the toys and an additional 43 percent of the observations revealing a moderate degree of enthusiasm toward the toys. In only seven percent of the observations did children respond with no enthusiasm toward the toys demonstrated.

Of the 14 toys demonstrated, 57 percent of them never received a non-enthusiastic reaction. The toys responded to very enthusiastically the highest percentage of times were the spinner board and wooden table blocks; however, each of these were observed only twice. Also responded to very enthusiastically more than 50 percent of the time were the coordination board, sound cans, peg board (only three observations), matrix, color lotto, number puzzle and flannel board. Of the total group of toys, the toys with a non-enthusiastic response more than ten percent of the time were the peg board, feely bag and color lotto.

Parent-Child Relationship

Introduction

The objectives for the Manchester Learning-Play Activities program focus on the significance of the parent-child relationship. Such a relationship, in fact, forms the core of this program, with procedures and processes designed to foster and/or strengthen that relationship. In addition,

it seeks to foster awareness of the importance of the parent role in the education of children.

Because of this Program emphasis, data was collected* to assess levels of parent involvement and parent-child interaction, as well as the type of interaction during the weekly visits by the toy demonstrators. Information derived is presented in the following summaries.

Level of Parent Involvement

An assessment of the level of parent involvement was made by noting whether, on each visit, a parent was present for all, part, or none of the demonstration. Review of Visitation Records for 305 visits indicates that a parent was present for the entire demonstration during 278 visits, for part of the demonstration during 18 visits, and for none of the demonstration during nine visits. A summary of this data, by parents, is presented in the following table.

*Visitation Record-Appendix C

LEVEL OF INVOLVEMENT

Parent	Total Number of Visits Made	Present Entire Demonstration		Present Part of Demonstration		Present None of Demonstration	
		Number of Visits	Percent of Visits	Number of Visits	Percent of Visits	Number of Visits	Percent of Visits
1	13	13	100%	-	-	-	-
2	14	14	100%	-	-	-	-
3	8	7	83%	1	17%	-	-
4	9	8	89%	1	11%	-	-
5	12	9	75%	3	25%	-	-
6	12	12	100%	-	-	-	-
7	9	9	100%	-	-	-	-
8	11	10	91%	1	9%	-	-
9	15	8	53%	5	34%	2	13%
10	13	13	100%	-	-	-	-
11	11	11	100%	-	-	-	-
12	14	14	100%	-	-	-	-
13	15	14	93%	1	7%	-	-
14	15	15	100%	-	-	-	-
15	16	16	100%	-	-	-	-
16	13	13	100%	-	-	-	-
17	13	9	70%	2	15%	2	15%
18	9	7	77%	2	23%	-	-
19	12	10	83%	2	17%	-	-
20	16	16	100%	-	-	-	-
21	9	7	78%	2	22%	-	-
22	8	7	88%	-	-	1	12%
23	7	7	100%	-	-	-	-
24	7	7	100%	-	-	-	-
25	6	5	83%	-	-	1	17%
26	8	8	100%	-	-	-	-
27	5	4	80%	1	20%	-	-
28	5	5	100%	-	-	-	-

Discussion: Level of Involvement

Based upon the extent to which a parent was present during the toy demonstration as an indicator of parental interest in and involvement with the program, it appears that parental participation or at least interest in the program was quite high. In about 91 percent of the toy demonstrations, a parent was present for the entire demonstration. In six percent of the demonstrations the parent was present part of the time and in only three percent of the visitations was the parent not present during the demonstration.

Parent-Child Interaction

The extent and type of parent-child interaction during the toy demonstrations was also observed by the toy demonstrators to obtain additional indicators of the nature and strength of the parent-child relationship with regard to the program activities. During each visit for the latter part of the program* toy demonstrators observed degree of interaction on a three-point scale of "little interaction", "moderate interaction", or "high degree of interaction", and type of interaction as "positive" or "negative".

*The questions pertaining to this information were added to the second version of the Visitation Record. Hence, data was not available for the earlier part of the program.

Based upon a total of 271 observations on degree of parent-child interaction, 128 responses (47%) indicated a high degree of interaction between parent and child, 89 responses (20%) noted little interaction. In those instances (262) in which type of interaction was recorded, 238 responses (91%) indicated that parent-child interactions were positive in nature, 17 responses (06%) referred to interactions which tended to be negative, and in seven observations (03%) both positive and negative types of interaction were noted.

Discussion: Parent-Child Interaction

Overall, it appears that during the large majority of toy demonstration sessions (80%) there was at least moderate parent-child interaction. Also, most interactions (more than 90%) were positive in nature, thus fostering the development of the parent-child relationship.

Parent Evaluation of Program

Toward the latter part of the program an assessment of parent reaction toward the program was made. A six-item questionnaire was devised for this purpose and delivered to each home by the toy demonstrators at a regularly-scheduled visit. Self-addressed, stamped envelopes for return of the questionnaires to the Educational Resources and Development Center at the University of Connecticut were provided. A copy of the questionnaire with the results and findings is presented below (and as Appendix E).

Summary of Responses for Parent Questionnaire (N=16)

1. How helpful do you feel the Toy Lending Library Program is in preparing your child for school? (Circle the number which best describes your answer).

1(12)*	2(0)	3(4)	4(0)	5(0)
Very helpful		Somewhat helpful		Not at all helpful

*Numbers in parentheses refer to number of persons responding for each category.

2. Since the Toy Lending Library Program has begun, do you feel your relationship to your child has (check one answer)

[ ] changed for the better? (10)
[ ] changed for the worse? (0)
[ ] stayed about the same? (6)

3. Do you think this program should be continued next year?

[ ] Yes (16) [ ] No (0)

4. Would you recommend this project to other parents? (check one answer)

[ ] Yes (16) [ ] No (0)

5. What, if any, changes would you recommend be made in the program?

Child shouldn't keep toy more than one week (boredom)

Toys are very good except they should all be made of wood or durable material as children try to bend them.

Some toys are too simple.

Bilingual teacher is needed (Spanish).

Program should start with children three years old or older by September of that year.

Would like toy demonstration visits to last longer.

Program was run very efficiently by knowledgeable people.

Program should be offered to more people.

No change (2 comments).

6. Additional Comments:

"It has been very helpful. My little girl had a lot of fun and it has helped her a lot."

"This program has taught my oldest (3 1/2 years) his alphabet...and to recognize the letters and write some of them and many other things. My youngest (2 1/2 years) has learned his colors, patterns, and to think for himself."

"I think this is a very good program in that I am not equipped to teach my child and I do not have the patience. This program has helped him and me in a way that I can't even begin to explain."

"It's helped get him ready for kindergarten."

"The patience and understanding of your staff is amazing. It's nice to know there are people who care and will do all they can to help make a better relationship between a parent and child. Thank you."

"Since my child has had this program it has made it easier for me to have her help me and also for her to explain her thoughts to me."

"I'm very grateful for this program and also the interest and way the teachers deal with the kids."

"The teachers are doing very well by becoming friends with the children first and then proceeding to teach them."

"Thank you for a wonderful year."

"I just wish I could have had this program for my other two sons. They didn't know as much as _____ knows. I'm very happy with this program.

Findings

1. All parents felt that the program would be helpful in preparing their children for school. Seventy-five percent (75%) of the respondents indicated that the program would be very helpful in preparing their children for school.

2. A majority of respondents (61%) indicated that the parent-child relationship had changed for the better, with the remaining respondents (39%) stating that the relationship had stayed about the same. No one reported that the relationship had changed for the worse.

3. All of the respondents (100%) felt that the program should be continued next year.

4. All of the respondents (100%) reported that they would recommend the program to other parents. Several respondents indicated that they had already done so.

5. Changes recommended dealt with the toys themselves (level of simplicity, durability), age level for children in the program, the need for a bilingual teacher, length of toy demonstration visits, and program expansion.

6. All additional comments about the program were highly favorable, with most comments focusing on the value of the program to parents and children and to the outstanding job being done by the teachers in the program.

OPERATIONAL PROBLEMS

Several constraints have operated, at least partially impeding the progress of the Learning-Play Activities program. Delaying the start of the program was the problem of identifying children- apparently certain key agencies and personnel who might have facilitated this process either had no knowledge of the program or were slow in providing names of families that might be eligible for the program.

A second problem was encountered with an extended illness of one of the toy demonstrators. In early December, this toy demonstrator underwent surgery which kept her out of work until mid-January, a period of time that encompassed three school weeks. During that time, the second toy demonstrator covered as much of both schedules as possible.

A lesser problem occurred when one of the toy demonstrators left the program in early April to accept another position. At that time a new toy demonstrator was trained by the program coordinator and shortly thereafter assumed the responsibilities of the toy demonstrator who had left.

Perhaps what might be considered an underlying constraint was a negative perspective toward the program by some members of the community. The perception of the program

as a babysitting service and the feeling that money was being wasted on toys were some of the criticisms leveled at the program through the public media and at various meetings. This bad publicity could hardly be considered a program asset.

SUMMARY

Data collected on the operation of the Manchester Learning-Play Activities Program indicates substantial progress towards implementation of activities directed toward achievement of the program objectives. In summary, the following points could be made:

1. The training program for toy demonstrators was generally considered effective, with improvement needed in the organization, pace of presentations, and degree of focus on actual toy demonstration practice.

2. Student growth in terms of concepts development was substantial for most of the children in the program.

3. Early identification of children with potential problems or barriers to learning was achieved.

4. The children reacted enthusiastically to most of the toys most of the time.

5. Parental participation in the program generally was extensive; this was reflected both in terms of level of parent involvement and in the nature of parent-child interaction during the toy demonstration sessions.

6. Parental evaluation of the program was overwhelmingly favorable.

7. In spite of a number of constraints which may have impeded the program's progress, the staff did a commendable job in surmounting those barriers to achieve implementation of a successful program.

APPENDICES

APPENDIX A

PARENT/CHILD TOY-LENDING LIBRARY

Training Program Questionnaire

Date _____

PART A.

Each paragraph below describes a situation which might occur between a mother and child. In each situation circle the letter of the response which you, as the toy demonstrator, would encourage the parent to make.

1. A mother has just bought a new toy for her son. She takes it out of the bag, puts it on the kitchen table and calls him to come see it:

   a. "Sit here, Rory, while I show you how this works".
   b. "Here's a new toy, Rory, do you want to play with it?"
   c. "Take this outside and play with it, Rory".
   d. She says nothing - just shows it to him.

2. Sarah has been playing a "card" game with her mother. At one point, Sarah says she wants to change the game and make up new rules. Her mother says:

   a. "OK, show me how to play the new way?"
   b. "It's better if you use the rules that go with this game".
   c. "I don't think you know how to make up new rules for this game."

3. In the game Derek and his mother are playing, Derek must put a block into the triangle-shaped hole. He's trying to put a cube in the hole. His mother:

   a. says, "No, Derek, try again".
   b. says nothing, and waits for him to correct himself.
   c. holds up one of the triangle-shaped blocks next to the hole.

4. Ronnie has just asked her mother to play a game with her. They've been playing for 3 or 4 minutes when Ronnie says she doesn't want to play anymore. Her mother:

   a. tells her to try and concentrate a little longer.
   b. says that's OK and puts the toy away.
   c. asks her why she has given up so easily.

5. Carol is so excited when her mother brings out the new toy that she reaches up and pulls it from her mother's hands, tearing the box and the sheet of instructions in her eagerness. Her mother says:

   a. "Oh Carol, now look what you've done!"
   b. "You were so excited that you forgot to be careful with your new toy!"
   c. "I don't know why I ever spend money on you!"
   d. "That's a fine way to behave!"

6. In order to play this game correctly, the child must be helped by his mother who acts as another "player". Kenneth wants to play with the game alone. His mother:

   a. Lets him play with the game alone.
   b. tells him that he needs another player in order to play and he cannot play the game.
   c. tells him not to be so rude and continue playing with him.
   d. tells him he cannot play the game unless he plays the right way.

7. Parker and his mother are playing with a "feely bag" toy. Parker is supposed to figure out what's in the bag by feeling it from the outside. Sneakily, he peeks into the bag. His mother;

   a. says, "No, that's not the way to play the game".
   b. moves the bag away so he can't see into it.
   c. says, "Next time try it without looking".

8. The toy Robin and her mother are playing with has different colored pieces. Robin is supposed to find a piece the same color as the one her mother holds. Her mother says:

   a. "Find one like this".
   b. "It's your turn".
   c. "Here's a red one. Find another red one".

9. Mona is supposed to put some colored blocks in order from smallest to largest. Her mother notices that she has put them in the wrong order.

   a. "No, Mona, you've got it wrong this time".
   b. "This block is smaller than this one; find a larger block".
   c. "You're supposed to put the smaller blocks first, then the next larger blocks. Try again".

What follows is PART B of the Training Program Questionnaire which was developed by the Educational Resources and Development Center to assess participants reactions to the training.

PART B.

Circle the number which best describes your answer to each of the following questions. If you choose, you may add comments after any of the questions.

1. In your opinion, was the training program well organized?

1	2	3	4	5
No, poorly organized		Organized adequately		Yes, very well organized

Comment: _____

_____

2. Was the material presented in an interesting way?

1	2	3	4	5
No, not very interesting		Fairly interesting		Yes, very interesting

Comment: _____

_____

3. At what pace were the materials and information presented?

1	2	3	4	5
Too fast		About right		Too slow

Comment: _____

_____

4. Did you feel free to ask questions and take an active part in the training program?

1	2	3	4	5
Yes, at any time		Some of the time		No, not at all

Comment: _____

_____

5. Were the written materials which were provided in the training program helpful in expanding and clarifying the concepts of the course?

1	2	3	4	5
Yes, very helpful		Somewhat helpful		No, not at all helpful

Comment: _____

_____

6. Were the instructions for use and demonstration of the toys clear and understandable?

1	2	3	4	5
No, poor instructions		Adequate		Yes, very clear and understandable

Comment: _____

_____

7. Using the following scale, rate the extent to which you feel confident to demonstrate each toy.

1	2	3	4	5
Not at all confident		Reasonably confident		Very confident

sound cans	1	2	3	4	5
color lotto	1	2	3	4	5
feely bag	1	2	3	4	5
stacking squares	1	2	3	4	5
wooden table blocks	1	2	3	4	5
number puzzle	1	2	3	4	5
color blocks (bead-O-graph)	1	2	3	4	5
flannel board	1	2	3	4	5

Comment: _____

_____

8. How would you describe the length of the training program as a whole:

1	2	3	4	5
Too long		About right		Too short

Comment: _____

_____

9. What is your overall opinion of the training program?

1	2	3	4	5
Very good		Fair		Poor

Comment: _____

_____

10. Would you recommend eliminating any part of the training? If yes, which parts?

_____

_____

_____

11. Would you recommend changing or adding to the training in any way?

_____

_____

_____

APPENDIX B

PRE AND POST-TEST: PARENT/CHILD TOY LENDING LIBRARY

INTRODUCTION:

Say to the child: "I'M GOING TO ASK YOU SOME QUESTIONS. I WILL BE WRITING DOWN YOUR ANSWERS. NOW LET'S BEGIN."

1. "WHAT IS YOUR NAME?"

2. "WHAT DO YOU LIKE TO PLAY?"

---

3. Place a red, blue and yellow square on the table and keep a red, blue and yellow square for yourself. Hold up your red square and say to the child:

"PUT THIS ON THE ONE THAT IS THE SAME COLOR."

Follow the same procedure with the blue square and then with the yellow square.

4. Place the orange, black and green squares on the table. Say to the child:

"GIVE ME THE BLACK ONE."

Then put the black square back on the table and follow the same procedure with the green and orange squares.

5. Place the brown, white, and purple squares on the table Pointing to the white square, say to the child:

"WHAT COLOR IS THIS?"

Follow the same procedure with the brown and purple squares.

---

6. Place the four shapes (circle, square, triangle, rectangle) on the table and keep one set of shapes for yourself. Hold up your circle and say to the child:

"PUT THIS ONE ON THE ONE THAT IS THE SAME."

Follow the same procedure with the square, the triangle and the rectangle.

7. Place the four shapes on the table. Say to the child:

"GIVE ME THE CIRCLE."

Then put the circle back on the table and follow the same procedure with the other shapes.

8. Place the four shapes on the table. Pointing to the circle, say to the child:

"WHAT SHAPE IS THIS?"

Follow the same procedure with each of the other shapes.

---

9. Say to the child:

"NOW LET'S PLAY A LITTLE GAME. CAN YOU DO THIS?

STAND UP.

SIT DOWN.

TOUCH YOUR HEAD.

TOUCH YOUR FEET."

---

10. Place the letters A,C,H,P,S on the table. Say to the child:

"HERE ARE SOME LETTERS. GIVE ME THE A."

Put the A back on the table and follow the same procedure with each of the other letters.

---

11. Place 10 blocks on the table. Say to the child:

"TAKE TWO BLOCKS."

Have the child put the two blocks back on the table and say to the child:

"NOW GIVE ME EIGHT BLOCKS."

12. Line the blocks up on the table and say to the child:

"NOW COUNT THE BLOCKS."

(Help the child by putting his finger on the first block saying, "ONE," and moving his finger to the second block).

---

13. Place two squares of the same color but of different size on the table. Say to the child:

"GIVE ME THE SMALL ONE."

Then put the little one back on the table and say to the child:

"GIVE ME THE LARGE ONE."

14. Place three squares of the same color, two of which are the same size and one which is a different size. Say to the child:

"GIVE ME THE ONES WHICH ARE THE SAME."

---

15. Hold a piece of paper in the air. Say to the child:

"PUT YOUR HAND ON THE PAPER."

Then say to the child:

"PUT YOUR HAND UNDER THE PAPER."

---

16. Take one piece of sandpaper for yourself and give the child one piece of sandpaper and one piece of smooth paper. Say to the child:

" FEEL MY PAPER, NOW FEEL YOUR PAPERS. WHICH ONE OF YOURS FEELS THE SAME AS MINE?"

---

17. Take one sound can for yourself and give the child two sound cans, one of which makes the same sound as your can. Shake your can and then say to the child:

"WHICH ONE SOUNDS THE SAME AS MINE?"

MATERIALS NEEDED FOR POST-TEST

SOURCE	ITEMS
Toy Lending Library	Colored Squares 2 sets-Red, Blue, Yellow 1 each-Black, White, Orange Purple, Green, Brown
Toy Lending Library	Shapes: 2 sets-Square, Circle, Rectangle, Triangle
Toy Loaner	Letter Recognition Letters-A,C,H,P,S
Toy Loaner	Number Concepts 10 blocks-same size and color
Toy Lending Library or Toy Loaner	Relationship Concepts 2 Large Squares and one Small Square-same color
ERDC Toy Lending Library	Sensory Concepts Sandpaper and Smooth Paper 3 Sound Cans, 2 of which make the same sound (no empty cans)

SCORING SHEET FOR PRE-TEST: PARENT/CHILD TOY LENDING LIBRARY

NAME _____ DATE _____

1. [ ] No answer
   [ ] First name
   [ ] First and last name
   [ ] Sentence

2. [ ] No answer
   [ ] One word
   [ ] Phrase(s)
   [ ] Sentence(s)

---

3. [ ] Red
   [ ] Blue
   [ ] Yellow

4. [ ] Black
   [ ] Green
   [ ] Orange

5. [ ] White
   [ ] Brown
   [ ] Purple

---

6. [ ] Circle
   [ ] Square
   [ ] Triangle
   [ ] Rectangle

7. [ ] Circle
   [ ] Square
   [ ] Triangle
   [ ] Rectangle

8. [ ] Circle
   [ ] Square
   [ ] Triangle
   [ ] Rectangle

---

9. [ ] Stood up
   [ ] Sat down
   [ ] Touched head
   [ ] Touched feet

---

10. [ ] A
    [ ] C
    [ ] H
    [ ] P
    [ ] S

---

11. [ ] Took two blocks [ ] Took eight blocks

12. [ ] Counted to ten

---

13. [ ] Small [ ] Large

14. [ ] same as

---

15. [ ] on [ ] under

---

16. [ ] Felt the same

---

17. [ ] Scunded the same

APPENDIX C

VISITATION RECORD

Child's Name _____ Date of Visitation _____

Name of Toy(s) _____

1. How did the child react to the toy? (Check one)

( )was very enthusiastic ( )was moderately enthusiastic ( )was not at all enthusiastic

2. Concepts Demonstrated	Level of Comprehension (Check one box for each concept demonstrated)
a._____	a( )aware-ness ( )partial understanding ( )complete understanding
b._____	b( )aware-ness ( )partial understanding ( )complete understanding
c._____	c( )aware-ness ( )partial understanding ( )complete understanding

3. To what extent was the mother involved: (Check one)

( )was present for all of demonstration
( )was present for part of demonstration
( )was present for none of demonstration

4. How would you describe the parent-child interaction (Check one box in group a and one in group b)

a. ( ) little interaction
( ) moderate interaction
( ) high degree of interaction

b. ( ) positive
( ) negative

5. How did the child respond in each of the following areas: (Circle one number for each area)

a. SOCIALLY

1 2 3 4 5

very friendly and outgoing — generally friendly — not friendly

b. PHYSICALLY

1	2	3	4	5
much difficulty in handling the toy		generally good coordination & manual dexterity		very good coordination and manual dexterity

c. EMOTIONALLY*

1	2	3	4	5
showed extreme emotion		generally calm and relaxed		showed no emotion

d. INTELLECTUALLY

1	2	3	4	5
grasped concepts very quickly		grasped concepts in satisfactory amount of time		grasped concepts very slowly

*(Emotions may include: fear, anger, frustration, excitement, etc.)

PUPIL IDENTIFICATION DATA

Parent's name _____ Phone _____

Child's name _____ Age ___ Birth (___) (___) (___)
Mo. Day Year

Address _____

City _____ State _____

APPENDIX D

PUPIL PROGRESS REPORT

Child's name _____

Concept Number	Statement of Concept	Date Learned
1.	To distinguish between colors	
2.	To match colors	
3.	To name colors	
4.	To recognize 4 basic shapes	
5.	To distinguish between 4 basic shapes	
6.	To name 4 basic shapes	
7.	To count in sequence 0-10	
8.	To visually recognize numbers 0-10	
9.	To understand the concept of 10	
10.	To match numbers with quantities they represent	
11.	To understand concept of "Same As"	
12.	To understand size relationships (long, longer, longest; short, shorter, shortest; tall, taller, tallest)	
13.	Understand size relationships of big, bigger, biggest; small, small, smallest.	
14.	To understand concept of equal	
15.	To distinguish between texture	
16.	To identify and distinguish between selected sounds	

Concept Number	Statement of Concept	Date Learned
17.	To identify sounds which are alike and not alike	
18.	To verbally locate sounds in relationship to himself	
19.	To understand spoken words which identify location	
20.	To categorize simple objects in or around home	
21.	To distinguish between selected smells	
22.	To understand the concepts of opposite	
23.	To develop left-to-right progression	
24.	To develop orderly sequential designs	
25.	Recognize patterns and extend them	
26.	To solve specific problems through understanding relationships of size, shape	
27.	To recognize letters by their shape	
28.	Relate spoken word to a physical quality	
29.	Relate spoken words in a story to physical objects	
30.	To understand simple directions related to physical task	

APPENDIX E

PARENT QUESTIONNAIRE

1. How helpful do you feel the Toy Lending Library Program is in preparing your child for school? (Circle the number which best describes your answer.)

1	2	3	4	5
Very helpful		Somewhat helpful		Not at all helpful

2. Since the Toy Lending Library Program has begun, do you feel your relationship to your child has (check one answer.)

[ ] changed for the better?
[ ] changed for the worse?
[ ] stayed about the same?

3. Do you think this program should be continued next year? (Check one answer.)

[ ] Yes [ ] No

4. Would you recommend this project to other parents? (Check one answer.)

[ ] Yes [ ] No

5. What, if any, changes would you recommend be made in the program?

_____

_____

_____

6. Additional Comments: _____

_____

_____

_____

APPENDIX F

PUPIL REFERRAL RECORD

Child's name: _____ Date of Referral: _____

Description of problem: _____

_____

_____

_____

_____

When was the problem noticed? _____

How was the problem noticed? _____

_____

Agency to which child was referred: _____

_____